



Washington State Department of Early Learning

# ECEAP

## Reminders and Links

### April 2016

#### ELMS Updates

The 2016-17 school year is now available in ELMS.

- All of this year's 3-year-olds automatically rolled over to the next school year in ELMS.
- You can now set up 2016-17 sites and classes and begin enrolling children in classes.
- Three-page instructions: [Starting the New School Year in ELMS](#).

#### Paper applications:

- The paper versions of the prescreen and application are revised substantially to meet new requirements and to match revised ELMS screens. There are several reworded questions and a new race/ethnicity detail section.
- Forms are available in English and Spanish.
- Click [here](#) and scroll down to the Enrollment section to download and print.

Extensive ELMS changes and improvements were released this week, including:

- The Child Application in ELMS is now eight steps, instead of seven. Step 1, the Child Info page, is reformatted to be easier to read. Step 2 is new; it includes the verification of documents for child age, legal authority to enroll, and family size. Be sure to read the new instructions on that page. The dropdown menus have changed.
- In the Prescreen and Application, we have clarified the definitions of foster care (it must be licensed). We have removed the wording "child-only TANF" which was confusing and instead created a category for "children living with a guardian who receives a TANF grant for the child." If you select "yes" for foster care or the new category, a popup appears clarifying which children are included or not included in the category.
- Beginning with the 2016-17 school year, we are required by state law to collect more detail about race and ethnicity. The revised paper application and ELMS will walk you through the options. Also see the Appendix to the revised [ELMS Eligibility and Enrollment Manual](#).
- Data was corrected in several ELMS reports.

#### ELMS Support

- For assistance with ELMS, email [elms@del.wa.gov](mailto:elms@del.wa.gov).

### Important Dates

**April 1:** The 2016-17 school year is available in ELMS.

**By April 15:** Sites that had ECEAP last school year must rate a Level 4 or 5 in Early Achievers.

**By May 15:** Submit 2016-17 Service Area Agreements to DEL.

- [Sample Service Area Agreement](#)
- [Service Area Agreement Guidance Document](#)

**Want to know more? Follow us here:**

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### **New ECEAP Administrator**

Please join us in welcoming our new ECEAP Administrator, Kelli Bohanon. She most recently served as the Assistant Director of the Zero to Three MIECHV Technical Assistance Coordinating Center. She also served as Deputy Director of Child Care Aware of WA. Many of you will know her because of her years of work with ECEAP and Head Start, most recently as Assistant Director for Partnerships and Collaboration at DEL. Kelli's history with early learning in Washington will be a great asset to the ECEAP team and the vision for state-funded preschool moving forward.

### **ECEAP Flyer**

A new ECEAP flyer for reaching out to eligible families is available in [English](#) and [Spanish](#). Contractors can download the flyer, type your contact information in the textbox under "Questions" on the bottom left, and print the flyer. This flyer is designed to be easy to understand for families who are not familiar with ECEAP.

### **ECEAP Self-Assessment**

The [ECEAP 2015-16 Self-Assessment](#) is live on the DEL website. Due on June 15, the self-assessment reviews your compliance with requirements in the current ECEAP contract and Performance Standards. Self-assessment is one component of an ongoing cycle of continuous quality improvement. ECEAP Performance Standard A-8 requires all contractors to include ECEAP staff and parents in this annual assessment and document the results on this form.

### **ECEAP Background Checks**

Beginning approximately July 1, 2016, ECEAP staff who have contact with children will be required to obtain "portable background checks" through DEL using the MERIT system. Those of you working in licensed child care are already using this method. The Early Start Act required DEL to file the rules for ECEAP background checks by January 1, however MERIT is not yet ready to accept staff from sites without a child care license. Please watch this newsletter for detailed instructions once MERIT is ready.

### **Scholarship Program Redesign**

DEL is redesigning the scholarship program for early learning professionals to streamline services and support early learning professionals in their career development. Beginning July 1, 2016:

- Early Achievers Grants: Students pursuing an Early Childhood Education certificate and/or Associate Degree offered through a Washington State community and technical college will apply for an Early Achievers Grant through their local community and technical college. This scholarship program is managed by the State Board of Community and Technical Colleges.
- Washington Scholarships for Child Care Professionals: Students pursuing their Child Development Associate Credential (CDA), GED or attending a public university working towards a bachelor's degree will apply to Child Care Aware of Washington for a Washington Scholarship for Early Learning Professionals. Current Washington Scholarship recipients will continue to be funded by Washington Scholarships while actively enrolled and meeting eligibility criteria.

DEL and state partners will develop a transition plan and will share additional information in the coming months regarding scholarship applications, eligibility and guiding resources for scholarship recipients. For more information about scholarships, educational programs and career options in early learning, please visit the newly-developed Early Childhood Education Career Planning Portal at <http://ececareers.del.wa.gov>. If you have immediate questions, you may contact MERIT Support at [MERIT@del.wa.gov](mailto:MERIT@del.wa.gov).

## Teaching Strategies GOLD™

- Interrater Reliability – All videos now load properly. All lead teachers should complete the Interrater Reliability testing within six months of their employment or their GOLD training.
- GOLD™ Support:
  - For all issues related to ECEAP or the ELMS to GOLD™ data feed, email [del.wa@teachingstrategies.com](mailto:del.wa@teachingstrategies.com).
  - For generic GOLD™ assistance only, such as help with your login, you may use the email above or call 1-866-736-5913 between 4:00 a.m. and 6:00 p.m. Pacific Time.

## Training Opportunities

### ***Creative Curriculum®* trainings for Lead Teachers**

This two-day *Creative Curriculum®* training is for Lead Teachers, with priority registration for teachers in the Curriculum Pilot Study. This training is free of charge, except that no-shows will be required to pay the cost of their space, \$150, from non-ECEAP funds. Bring the *Creative Curriculum®* Volumes 1-5.

- April 4 – 5, 2016 – ESD 105, Yakima, WA
- April 7 – 8, 2016 – Lacey Community Center, Olympia, WA
- May 19 – 20, 2016 – Community Colleges of Spokane, Spokane, WA
- Please register using this [link](#).

### **Teaching Strategies GOLD™ Webinar for DEL-ECEAP Teachers**

Please join Teaching Strategies to learn strategies for refining your use of GOLD™. We will review making the most of documentation, strategies for saving time, individualization for children with IEPs, and teacher reports in GOLD™.

- April 22, 2016 from 9:00 a.m. – 10:30 a.m.
- Please register using this [link](#).

### **Teaching Strategies GOLD™ Webinar for DEL-ECEAP Administrators**

Please join Teaching Strategies to learn strategies for supporting and monitoring your teachers' use of GOLD™. We will review monitoring of data entry, monitoring ECEAP requirements, resources for coaching teachers, and common administrator reports in GOLD™.

- April 22, 2016 from 12:00 p.m. – 1:30 p.m.
- Please register using this [link](#).

### **Teaching Strategies GOLD™ Training**

This training is for staff new to Teaching Strategies GOLD™ with a priority for new ECEAP Lead Teachers. This will be open to education/child development managers, assistant teachers and ECEAP Directors as space is available. Participants need to bring their own laptop.

- May 3 – 4, 2016 from 8:30 a.m. – 4:00 p.m. – ESD 114, Bremerton, WA
- May 16 – 17, 2016 from 8:30 a.m. – 4:00 p.m. – Lower Columbia College, Vancouver, WA
- Please register using this [link](#).

### **ECEAP Creative Curriculum® Coaching to Fidelity Training**

This two-day coaching training is for ECEAP Early Achievers Coaches working in ECEAP programs participating in the Curriculum Pilot Study. This training is free of charge, except that no-shows will be required to pay the cost of their space, \$150, from non-ECEAP funds. Participants need to bring the Creative Curriculum® 5<sup>th</sup> edition, Volumes 1-5 from the kits.

- May, 4 – 5, 2016 – The Landing at Tyee Yacht Club, Seattle, WA
- Please register using this [link](#).

### **Professional Development Modules for Early Care and Education Providers**

WA Dept. of Health developed three online, self-directed training modules for ECE providers. These modules focus on screen time, healthy eating, and physical activity. All of the modules are accredited by DEL. Access the modules [here](#).

#### **Online Teaching Strategies GOLD™ Basic course**

Contractor staff with a *GOLD™* username can access this free, self-paced course online. In the four interactive modules, you can type in reflections, view video clips, and complete short activities and quizzes. A certification of completion is available when all four modules are completed. To access this course:

- Sign in [here](#).
- Go to Dashboard>Professional Development>Courses
- Select *Teaching Strategies GOLD™* Basic

## **Resources**

### **Health**

#### **Music Movement and Active Play**

In this [video](#), early childhood experts talk about the importance of developmentally appropriate active play and how movement is critical to thinking.

#### **Teacher-led Physical Activity Impacts Literacy**

This research-to-practice [summary](#) describes the impact to preschool literacy skills when teachers add 60 minutes of physical activity per day.

### **Early Education**

#### **Flexible Forms of Child Care**

This [article](#) talks about how nontraditional work schedules can make it difficult to secure child care, as many centers require long-term commitments or don't offer part-time care. This new program offers flexible, temporary, part-day and drop-in care for kids ranging from 6 months to 6 years old.

#### **Good Relationships = Happier and Healthier**

In a TedTalk, "[What Makes a Good Life?](#)", Harvard professor Robert Waldinger summarized what three lessons they learned about relationships through a 75 year study of 724 men. High quality social connection leads to a happier and healthier life.

#### **Infants Understand More Than You Think**

This [study](#) shows that infants are capable of practicing a sophisticated form of thinking called metacognition. Metacognition is best described as a "gut feeling" about your knowledge, or lack thereof.

## **Resilience**

This [brief](#) from the Harvard University Center on the Developing Child shows that reducing the effects of significant adversity on young children's healthy development is critical to the progress and prosperity of any society. Yet not all children experience lasting harm as a result of adverse early experiences. Some may demonstrate "resilience," or an adaptive response to serious hardship.

## **Resources for Choosing Care**

This brief on [Choosing Childcare](#) focuses on how to support families in choosing quality care and understanding a Quality Rating and Improvement System. Innovative state examples describe various ways to inform parents about what to look for when searching for child care, including guidebooks, checklists, videos, and public awareness campaigns.

## **Week of the Young Child**

[The Week of the Young Child™](#) is an annual celebration sponsored by the National Association for the Education of Young Children (NAEYC) celebrating early learning, young children, their teachers and families. This year, it is April 10-16! To get updates from NAEYC and view the suggested calendar of events, visit the hyperlinked text above.

## **Family Engagement**

### **Conditions for Increased Attendance**

This [article](#) talks about creating conditions in which children are more likely to change from chronic absenteeism into regular attendance through strong and positive family engagement.

## **Father-Friendly Environments**

Las Manos de Apá is designed to support Latino fathers as early literacy models for their children. The resources [here](#) provide information for staff when creating father-friendly environments, building community supports, sharing stories, and supporting early literacy for young children. Many of the resources and activities are in English and Spanish.

## **Public Policy**

### **Early Childhood Education Needs Funding**

This [article](#) by the Seattle Times talks about the many children in Washington state that are eligible for the Early Childhood Education program but are not served by the program or Head Start due to a lack of funding.

## **Achievement Gaps Begin Early and Linger**

The New America Foundation's Education Policy Program released this [article](#) which focuses on research that suggests science achievement gaps emerge before students even begin kindergarten. Researchers found that children who entered kindergarten with low levels of general knowledge were likely to continue struggling with science as they grew older. The study's findings argue the importance of early intervention and notes that teachers and other adults working with young children need to effectively engage children in this area and encourage children to explore their natural curiosities about the world.

**Positive Outcomes for Parent-Child Home Program in King County**

This [report](#) on the Parent-Child Home Program (PCHP) shows that PCHP graduates had increased kindergarten readiness, kindergarten English language proficiency and grade 3 academic performance. PCHP is an intensive two-year home visiting program aimed at increasing school readiness among young children from families who face multiple obstacles to educational and economic success, such as poverty, low literacy, limited education, and language barriers.

**Report on Preschool Investment**

A new [report](#) shows that Cincinnati might get as much as a 4:1 return on its investment in preschool:

- High-quality preschool programs deliver an economic return of anywhere from \$2 to \$4 for each \$1 invested.
- The programs were successful under a range of varying designs – whether they were universal or for a specific group of students; part-day or full-day; or for one or two years prior to kindergarten.
- All children could benefit from high-quality preschool, but the impact is typically larger for those from poorer families.